

A FOLLOW UP STUDY OF THOSE 1966 GRADUATES, NORTH HIGH SCHOOL,
DES MOINES, IOWA, WHO HAD INDICATED TO THEIR COUNSELOR
PLANS FOR FULL-TIME WORK UPON GRADUATION

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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS USED, AND PROCEDURE

Not many surveys have been carried out with high school graduates to determine what influences job choice, job getting, and job changing. This report presents results of a study of 1966 North High School graduates, Des Moines, Iowa, who had indicated to their counselor intentions of immediate employment. Alter said, "One of the most neglected and probably one of the most important areas of school operation is the follow-up studies of graduates."¹

When students have received their diplomas, interest in them should not end; it should remain important to know what students do upon graduation and how they feel about school. A high school should be concerned with the occupational competency of those who enter and work in the fields of business and industry.²

The question, "Is North High School, Des Moines, Iowa, in need of improvement in the areas of occupational information services and placement?" needs to be answered; and to determine the answer to this and other questions, this follow-up study was made.

¹H. M. Alter, "Ask the Graduates, a Method of Curriculum Improvement," California Journal of Secondary Education, XXXII (December, 1957), 475.

²Daniel W. Snepp, "Follow-up of Graduates of '59," Clearing House, XXXV (December, 1960), 204-6.

I. PROBLEM

Statement of the problem. The purpose of the study was to determine what factors influenced those students in the 1966 North High School graduating class, Des Moines, Iowa, who had indicated to their counselor that they would seek immediate employment upon graduation in job choice, in obtaining a job, and in changing jobs.

The study was also conducted to collect data for use as a basis of improvement in the areas of occupational information and placement services in this school. Specifically, the purposes were: (1) to determine the current occupations of those graduates to whom the questionnaires were sent; (2) to ascertain the past occupations of the graduates; (3) to learn how the first job was obtained; (4) to establish who the graduates felt was most influential in helping them select the first job; (5) to secure the graduates' opinions regarding job changes and current job satisfactions; (6) to see the relationship of graduates' job choices upon graduation and current job choices; (7) to obtain graduates' opinions as to which part of their high school education benefited them most in their present position, and as to how much their high school counseling and education helped determine their job choices.

Importance of the study. Every school should be constantly updating itself on the needs of its students and graduates. Certain information should be compiled; a study of this nature is one way of obtaining this information.

There are a number of reasons why high schools should collect information regarding their former students. The need for following up students was explained in this manner by Ohlsen:

It should help former students reappraise their educational and vocational plans, to appraise the school's program, and to obtain ideas for improving the program.¹

Hatch and Stefflre explained the value of getting graduates' opinions as follows:

Follow-up studies not only give factual information about the kinds of jobs and lives that graduates and drop-outs pursue, thus providing base points from which the total school program can be evaluated, but they also give us a way of determining opinion about guidance services.²

In the opinion of the writer, it would seem that the occupational information and placement services should be constantly appraised, revised, and enlarged if necessary to meet the needs of the North High School students and the Des Moines community.

Limitations of the study. A study of this nature is not conclusive by any means. Since North High School was accessible to the writer, the study was limited to that particular Des Moines High School. One limitation of this study is that of those indicating to their high school counselor plans for further education, some probably entered the work force immediately. One hundred per cent response was not secured

¹Merle M. Ohlsen, Guidance Services in the Modern School, (New York: Harcourt, Brace and World, Inc., 1964), p. 357.

²Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, (Englewood Cliff, New Jersey: Prentice-Hall, Inc., 1958), pp. 286-90.

from those to whom the questionnaire was made available; anything less than this does not yield the most accurate data. Some of the selected graduates' opinions could not be secured because no current mailing addresses were available.

Also, opinions of former students alone do not constitute a sufficient basis upon which to make program revisions.¹ Hatch and Stefflre have noted, too, that those individuals who return a follow-up survey differ from those who do not respond, and thus their returns do not represent total opinion of the graduates.²

It would be unwise to evaluate current occupational information services and placement at North High School upon the opinion of some of the graduates of one class. Nevertheless, the replies represent the opinions of selected graduates of North High School, Des Moines, Iowa, during 1966. "Decisions about educational programs can hardly be made without some reference to the assessment of student reaction," was a conclusion drawn by Snapp about his particular follow-up study.³

Another limitation of the study was the use of a questionnaire for convenience. Concerning unreturned questionnaires, Rothney said:

If follow-up studies stop with the 60 per cent return of questionnaires that are usually obtained, they miss the subjects who are in prison, whose marriages have been broken,

¹Hatch and Stefflre, op. cit., p. 286.

²Ibid., p. 290.

³Snapp, op. cit., pp. 101-2.

who were considered failures by themselves and society, who had been the lowest ranking students in their high school classes, who held grudges against school and school personnel, and who were dissatisfied with their current status.¹

Lastly, the survey included only graduates of the North High School class of 1966, Des Moines, Iowa, and failed to include any "drop-outs."

II. DEFINITION OF THE TERMS USED

Several terms appeared rather frequently in the review of literature and necessitated explanation. There are five services imperative of a guidance program, and these are included in the term "guidance services"; they are: inventory, information, counseling, placement, and follow-up.² Andrew and Willey defined "counseling" in the following manner:

Counseling is a mutual learning process involving two individuals, one who is seeking help from a professionally trained person, and the other, who by reason of his breadth of training and background, used many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society.³ /italics in the original/

"Vocational counseling" consisted of preparation of youth for the job by assisting with problems concerned with his choice of job and job

¹John W. M. Rothney, "Follow-up Surveys in the Small Secondary School," The High School Journal, XL (May, 1957), 275.

²Hatch and Stefflre, op. cit., p. 21.

³Dean C. Andrew and Roy DeVerl Willey, Administration and Organization of the Guidance Program (New York: Harper & Brothers, 1958), p. 196.

training.¹ Andrew and Willey also stated:

An ultimate aim of the guidance process is the aim of placing the individual in a satisfying and productive job at the end of his program.²

"Placement" helped students enter suitable occupations.³ "Pupil personnel services" included the non-teaching services, in psychological services in special schools, in counseling services, in visiting teacher services, and in social worker services.⁴

III. PROCEDURE

The 1966 graduates who had indicated to their counselor that they would go directly to work upon graduation were chosen for this survey. This group was chosen for several reasons. First, by using the class of 1966, authentic answers would be expected based on post high school experience. Secondly, by using the class of 1966, mailing addresses were more easily obtained than they would have been for an earlier year. This group, having been out of school three years, could also be expected to have pretty much definitely decided upon vocational choices.

After a review of related literature, a questionnaire was compiled based on suggestions made by several North High School counselors;

¹Carter V. Good, Foundations in Education: Dictionary of Education (second edition; New York: McGraw-Hill, Co., 1959), p. 139.

²Andrew and Willey, op. cit., p. 25.

³J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (Chicago: Science Research Associates, Inc., 1960), p. 318.

⁴Good, loc. cit., p. 432.

the boys' adviser, a former North High counselor, and a Drake adviser.

The list of students who had indicated to their counselor plans to enter the work force upon graduation was obtained through the Des Moines Public School System's Guidance Office. Addresses of the graduates were obtained from the 1966 graduating list, the Des Moines Telephone Directory, the City Directory, parents, friends, and students. Yet, current addresses for ten of the graduates were unavailable.

The questionnaire was then validated by mailing it to a group of 15 graduates, picked at random, who had indicated to their counselor that they would enter the work force upon graduating in 1966. They were asked to make suggestions for improving the clarity of the instrument and give general comments on it as a whole. Twelve respondents returned the questionnaire with one suggestion for minor change. Final approval was received from the writer's adviser before the questionnaire was mailed.

The questionnaire (see Appendix A) was sent to 95 graduates on June 6, 1969. A letter of introduction (see Appendix B) explaining the reason for obtaining the information was enclosed with each questionnaire together with a stamped, self-addressed envelope for use in returning the questionnaire. Within two weeks, 66 questionnaires had been returned.

The first week of July, 1969, a follow-up letter, questionnaire, and a stamped, self-addressed envelope were sent to those who had not yet

returned the questionnaire. Six additional questionnaires were returned as a result of the follow-up letter and questionnaire.

There was an overall return of 65 percent, or 72 questionnaires, from the 110 selected 1966 graduates of North High School, Des Moines, Iowa. Fifteen were returned in their original envelopes to the writer marked "moved, left no address"; "moved, not forwardable"; and "addressee unknown."

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CHAPTER II. REVIEW OF THE LITERATURE

A limited amount of literature has been written on the placement services in public high schools. The writer regrets that two sources were published in 1951. The remainder of the material was written after 1955. A review of the available literature follows.

Many guidance books stress the inclusion of a placement function within the guidance services; but as of 1955, only approximately five tenths of one per cent of the public high schools have one.¹ The integration of this service will have to be determined by many high schools in the future.

Most of our high school graduates enter the work force upon graduation from high school without a definable idea of future salable skills. A student, to make the best of acquired knowledge about his aptitudes, interests, and abilities, needs assistance in the next step of obtaining a job. The school guidance program in an organized effort should have been represented by the placement service. Expecting students to automatically be able to obtain employment and to succeed in positions after high school has been erroneously accepted without a follow-up.² A formal placement function in the counseling departments of the public high schools in Des Moines, Iowa, has been nonexistent

¹Bill G. Rainey, "Your Club Can Be a Placement Bureau," Business Education World, XXXVI (September, 1955), 21.

²Simon S. Olshansky, "Guidance and the Labor Market," Personnel and Guidance Journal, XXXIV (May, 1956), 536.

even though a university of comparable size has employed the service. A lack of information on all guidance functions showed a definite need for follow-up surveys. The writer's follow-up study pointed up a void of the placement service in the Des Moines public high school.

Value of the placement service. State Andrew and Willey about this particular fact:

It has long been assumed that the placement service is a function of the guidance program; however, the placement service has not received the emphasis it needs and properly deserves.¹

Although it has been assumed that placement is a function of guidance, placement services have not yet received the emphasis needed or so deserved. Placement in our public high schools has been neglected with the pressure for further education beyond high school.² For the many students who do not go to college, an immediate job after high school suited to their interests and capabilities would be welcomed. If the school does not help make this transition from high school to the job, then the function is left with industry who considers the job's needs first and the potential employee's needs second.³ When the school has been able to guide the student and the employer in the line of making

¹Andrew and Willey, op. cit., p. 245.

²John W. Loughany and Ralph O'Brien, "Guidance in Practice, A Guidance Oriented Occupational Placement Service," Personnel and Guidance Journal, XLI (October, 1962), 155.

³Lester D. Crow and Alice Crow(ed.), Readings in Guidance. "Placement's Place in Guidance and Counseling" by Daniel Sinick (New York: David McKay Co., Inc., 1962), p. 193.

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an easier transition, the need should have seemed imperative; placement should help with the transition.

"The fact that an employer is satisfied with the product sent to him by the high school makes him one of the school's biggest boosters," asserted McVey.¹ Logically, the students helped to obtain immediate employment would remember their school with a more favorable impression. We not only need to place the students on the job but also follow-up the students to evaluate the effectiveness of the guidance department, the vocational department, and the school.² According to Ohlsen, "Without adequate placement services students tend to take whatever job they can obtain, usually through the help of people close to them."³ Job placement helped the student get a job more suited to high school skills, interests, and abilities and one which he could reasonably be expected to handle.

After a placement service is established as a school function, arrangements must be made to register those students who seek work and those employers who seek employees, to refer students to prospective employers, and to finally follow-up to ascertain the success of the students.⁴ Even though a placement service was established in a school,

¹Jennie M. McVey, "Responsibility for Student Placement," The Balance Sheet, XLIV (November, 1962), 106.

²Ibid.

³Merle M. Ohlsen, Guidance Services in the Modern School. Edited by Willard B. Spalding (New York: Harcourt, Brace, & World, Inc., 1964), p. 356.

⁴Wilson H. Ivins and William B. Runge, Work Experience in High School (New York: The Ronald Press Company, 1951), pp. 303-8.

it would be of little value unless the students, other counseling staff, faculty, and administration were sold on its value to them.

Relationship with employment agencies. Whether or not the high schools should take over a job which has been previously handled by the state employment agencies would be questionable and still unanswered. Sinick believed both the public employment agencies and the high school placement services must cooperate in large communities, but in smaller communities where no state employment agency exists, the school must clearly assume the placement service function. He also pointed out that many authorities believe the placement function is a job for the state employment agencies. Effective service, more accessibility to occupational information, and special administrative setup are arguments for the rebuttal. Other positives for the state employment agency are the following: opportunity to use this service should be introduced early, independence should be achieved as soon as possible upon graduation, placement by the school should avoid mere duplication of efforts, the school placement service has been the cause of dissension.¹ However, it seemed advisable to the writer to have the public high school placement service and public employment service cooperating, a school placement service serving youth first and employers secondarily. For the public school placement service to work in cooperation with the public employment agency, guidelines as to the kinds of shared information must be met. In addition, types of individuals to be referred must be

¹Crow and Crow, op. cit., p. 194.

defined.¹ Having been partly due to the existence of the public employment agencies that school placement services have received so little attention, at first cooperation would be advisable to get a good school placement service functioning adequately.

Organization of a school placement service. Organization of a school placement service has been accomplished in several ways. A "decentralized plan" plotted responsibility for the placement service with individual teachers within specific departments. The teachers, more familiar with the individual students, related individual to job. These teachers, being aware of progress in course of study, knew the jobs better. A "centralized plan" delegated responsibility of placement to one person specializing in it. A central office closeted available records and equipment; with centralized placement, the specialist is able to devote all of his time locating jobs and analyzing interests, capabilities, and aptitudes of individual students. To insure the placement program's success, the centralized plan demanded careful screening of the specialist.²

A third plan combined the two, utilized the best attributes of the decentralized and centralized plans, set up a central office under the direction of a director of placement, and made use of trained

¹Joseph William Hollis and Lucile Ussery Hollis, Organizing for Effective Guidance (Chicago: Science Research Associates, Inc., 1965), p. 367.

²Andrew Willey, op. cit., p. 247.

personnel, teachers, records, and equipment. In larger school systems with two or more high schools, organization of a centralized or decentralized school placement service created the problem of deciding which to use.¹

Personnel who handle the placement function. The person handling the placement function varied from one situation to another. If the distributive education coordinator handled both coordination and general placement, employers thought of the cooperative program as a placement wardenship only. Many times the only placement by the school system was handled by the coordinator, however. Principals, assistant principals, vocational supervisors, vocational directors, guidance counselors, vocational teachers, coordinators, attendance officers, and attendance clerks have had responsibility for jobs of placing students in the past.² Any interested individual, no matter the staff title, will have a more successful program than a disinterested person forced to function and carry forced responsibilities of the job. However, a placement counselor would seem to be the best suited individual for the position. No matter how the placement counselor fits into the guidance department, the placement counselor should be professional minded; have the welfare of the counselee in mind; take time to secure, consider, and act on all facts; appraise the counselee's qualifications with a reliable and valid

¹Ohlsen, op. cit., p. 362.

²Ivins and Runge, op. cit., p. 299.

instrument; know the reputations and practices of recommended possible employers; recommend applicants for jobs best suited to their abilities and interest; cooperate with both the counselee and employer; be honest, objective, and fair; have had some work experience preferably in business and industry.¹ Knowledge of state work laws where the placement counselor is working would be mandatory.

Development of a placement service. In developing a placement service, the scope of the program should be determined. This could be done by various types of surveys soliciting occupation opportunities in the community, training requirements, and opinions of parents and prospective employers. Roeber asserted:

Good placement practices challenge the beginning counselor's understandings and skills as much as does any other facet of the guidance program. They require a calculated effort on the counselor's part to become acquainted with the work environment of adolescents and young adults. Good placement practices must conform with the ethical standards observed by the professional counselor.²

Humbarger felt a placement program should be initiated to industry and business by sending out an introductory letter requesting interest for participation in the program. Potential employers were asked in the correspondence to send the school those business forms most often used by new employees, a list of tasks most often expected to be performed by new employees, and to evaluate students interviewed for prospective

¹Humphreys, Traxler, and North, op. cit., p. 334.

²Edward C. Roeber, Orientation to the Job of a Counselor (Chicago: Science Research Associates, Inc., 1961), p. 37.

positions.¹ Andrew and Willey stated:

For a placement program to be effective, the director must constantly be concerned about the problem of selling his product (the student) to business and industry.²

To make placement service effective, it must be interpreted to parents, staff, and potential employers. A successful program must continue to contact employers, state, and federal representatives.

Placement and follow-up. Follow-up of students other than drop-outs has been neglected. The fifth function of the five guidance functions, follow-up, would yield valuable information when employed. Although there has been no concrete evidence of "one best job" for each person, a follow-up of students placed would soon ascertain the value of the placement service.³ "Desirable and necessary as the follow-up is," asserts Humphreys,

it is all too often omitted because a school lacks the time, money, personnel, or procedures needed to render continuing services to its counselees over a period of time. In a typical school the counselors are so busy working with their current counselees that they cannot follow up former ones.⁴

Many reasons for following up former students have been given. Included were the four reasons listed: (1) achievements of the former students

¹George Humbarger, "A Guidance, Placement, and Follow-up Program for Business Education in the High School," The Balance Sheet, XXXXIII (September, 1961), 6.

²Andrew and Willey, op. cit., p. 262.

³Gail F. Farwell and Herman J. Peters (ed.), Guidance Readings for Counselors. "'Help Wanted': The Teens Tackle Vocational Development," by Joseph L. Norton (Chicago: Rand McNally and Co., 1960), p. 290.

⁴Humphreys, Traxler, and North, op. cit., p. 210.

were noted; (2) comparisons of training received in school by former students with use of that training upon graduation were made; (3) current work with present students could be improved by using former students' experience; (4) useful local occupational information could be obtained through the survey.¹

If, when in the process of seeking a job, the first place an adolescent looks to is the "help wanted" column, the adults around him have failed. "If, on the other hand," say Farwell and Peters in their book,

a man at age 28, when his parent dies, drops a career in medicine which had been forced on him, goes back to school and becomes an accountant, again it can be said that the adults in his life had failed.²

More vocational counseling and placement needs to be done in our public high schools. One year's unemployment to a man runs as high as educating him from kindergarten through high school.³

¹Humphreys, Traxler, and North, loc. cit., pp. 216-17.

²Farwell and Peters, op. cit., pp. 288-89.

³R. F. Olson, "Employment Persuasion: Vocational Counseling Meets Manpower Needs," Phi Delta Kappan, XXXXVI (April, 1965), 388.

CHAPTER III

RESULTS OF THE STUDY

The data for this study of the North High School, Des Moines, Iowa, 1966 graduates were assembled from a questionnaire which was responded to by 72 graduates, 46 females and 26 males. All questionnaires were tabulated by the writer onto a master sheet. The percentages used in some of the tables, and where tabulation permitted, were computed from the number of graduates participating in that phase of the survey.

The data collected from the study rendered information for use as a basis for improvement of the occupational information and placement services of North High School. Tabulations and interpretations of responses have been shown in this chapter.

Data in Table I shows the marital status of the graduates. Of the 72 graduates, 40, or 55.5 per cent, were married; and 29, or 40.3 per cent, were single. One male respondent was divorced, and none had become separated. One married male was deceased.

TABLE I

MARITAL STATUS OF 72 GRADUATES OF THE 1966 CLASS
OF NORTH HIGH SCHOOL, DES MOINES, IOWA

Status	Males		Females		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Single	12	46.2	17	37.0	29	40.3
Married	11	42.3	29	63.0	40	55.5
Divorced	1	3.8	0	0.0	1	1.4
Separated	0	0.0	0	0.0	0	0.0
No Reply	2	7.7	0	0.0	2	2.8
Total	26	100.0	46	100.0	72	100.0

The data compiled in Table II concerning the employment status of the 46 women graduates shows that 33 were employed full time; eighteen of these women were housewives who also worked outside the home full time.

Fifteen of the 17 single women were employed full time. Two of the single women graduates were full-time students.

TABLE II

EMPLOYMENT STATUS OF THE 46 WOMEN GRADUATES OF THE 1966
CLASS OF NORTH HIGH SCHOOL, DES MOINES, IOWA

Employment Status	Married	Single	Total
Employed full-time	18	15	33
Employed part-time	00	00	00
Unemployed, seeking work	1	00	1
A housewife	18	00	18
Armed Services	1	00	1
Self-employed or have own business	1	00	1
In school full-time	00	2	2
In school part-time	00	00	00
Total	39	17	56*

*Respondents were asked to check all applicable items; thus, totals do not match responses.

As Table III shows, 12 males, or 50.0 per cent, are currently in the Armed Services. Nine males are employed full time; three are in school full time, and one of the single male students also has a part-time job.

TABLE III

EMPLOYMENT STATUS OF 26 MALE GRADUATES OF THE CLASS OF 1966
OF NORTH HIGH SCHOOL, DES MOINES, IOWA

Status	Single	Married	Divorced	Total	Per Cent
Employed full-time	4	5	0	9	37.5
Employed part-time	1	0	0	1	---
Unemployed, seeking work	0	0	0	0	0.0
Armed Services	6	5	1	12	50.0
Self employed or have own business	0	0	0	0	0.0
In school full-time	2	1	0	3	12.5
In school part-time	0	0	0	0	0.0
Total	12*	11	1	24*	100.0

*One single male was employed part-time while in school full-time.

When asked to respond to the question, "How does your present job compare with the type of work you thought you would follow when you left high school?" most women graduates stated that their jobs were closely related whereas most men felt that their current jobs were not related to high school plans.

Table IV illustrates that only 11 of the graduates, or 15.7 per cent, felt that they did not know what type of job they wanted when they graduated.

TABLE IV

RESPONSES OF 70 GRADUATES OF THE 1966 CLASS OF NORTH HIGH SCHOOL,
DES MOINES, IOWA, TO THE QUESTION "HOW DOES YOUR
PRESENT JOB COMPARE WITH THE TYPE OF WORK YOU
THOUGHT YOU WOULD FOLLOW WHEN YOU LEFT
HIGH SCHOOL?"

Degree of Likeness	Females	Males	Total	Per Cent
Closely related	18	5	23	32.9
Some relationship	9	2	11	15.7
No relationship at all	14	10	24	34.3
Didn't know what I wanted then	5	6	11	15.7
No response	0	1	1	1.4
Total	46	24	70	100.0

Table V shows that most graduates obtained their first job within a week of graduation; ten of the students had, however, lined up a full-time job before graduation.

TABLE V

HOW SOON FIRST FULL-TIME JOBS WERE OBTAINED AFTER GRADUATION
BY 72 GRADUATES OF THE 1966 CLASS OF
NORTH HIGH SCHOOL, DES MOINES, IOWA

Times	Males	Females	Total	Per Cent
Within a week	7	15	22	30.6
Within a month	5	11	16	22.2
The next fall	3	9	12	16.7
No response given	4	1	5	6.9
Other:	7	10	17	23.6
Had job arranged before graduation				
Decided upon college				
Total	26	46	72	100.0

Table VI shows that of the 1966 graduates, 31.9 per cent, or 23, obtained their first full-time job through an advertisement. Four males and one female indicated that they obtained their first job through the Iowa State Employment Agency, and one female used another employment agency.

Friends and relatives were helpful to those graduates in obtaining their first full-time jobs.

TABLE VI

HOW FIRST FULL-TIME JOBS WERE OBTAINED BY 72
GRADUATES OF THE 1966 CLASS OF NORTH HIGH
SCHOOL, DES MOINES, IOWA

How Job Was Obtained	Males	Females	Total	Per Cent
Through a friend or relative	7	12	19	26.4
Through a high school teacher	1	3	4	5.6
Through an advertisement	5	18	23	31.9
Through the Iowa State Employment Agency	4	1	5	6.9
Through an agency other than the Iowa State Employment Agency	0	1	1	1.4
Those not responding	4	0	4	5.6
Other:	4	12	16	22.2
Recruiter				
Interview				
State Civil Service test				
Through part-time work in high school				
Union				
Total	25	47	72	100.0

By asking graduates to describe jobs held since high school, it was determined as indicated in Table VII, that only two have not changed jobs; and that most have changed jobs twice. During the three years since graduation, one female has changed jobs seven times, or approximately every five months.

TABLE VII

NUMBER OF TIMES 69 GRADUATES OF THE 1966 CLASS OF
NORTH HIGH SCHOOL, DES MOINES, IOWA, INDICATED
THEY HAVE CHANGED JOBS SINCE GRADUATION

Number of Job Changes	Number of Males	Number of Females	Total
Never Changed	1	1	2
Changed once	6	12	18
Changed twice	8	17	25
Changed three times	2	10	12
Changed four times	5	2	7
Changed five times	1	2	3
Changed six times	1	0	1
Changed seven times	0	1	1
Total	24	45	69

Table VIII shows male graduates held all kinds of jobs. As would be expected for this age group, 15 have been or currently are in one branch of the Armed Services. Second ranking full-time job is that of stock boy, and ranking third is the job of service station attendant.

TABLE VIII

CURRENT AND PREVIOUS FULL-TIME OCCUPATIONS OF 24
MALE GRADUATES OF THE CLASS OF 1966 OF
NORTH HIGH SCHOOL, DES MOINES, IOWA

Type of Job	Times This Job Was Held By Graduates
Armed Services	15
Stock boy	5
Service station attendant	4
Mail clerk	3
Private mechanic	3
Welder	3
Bus boy	2
Draftsman	2
Salesman	2
Supply clerk	2
Truck driver	2
Cash register repairman	1
Construction worker	1
Computer operator	1
Dishwasher	1
Fork lift operator	1
Hospital attendant	1
Janitor	1
Jeweler's apprentice	1
Loader	1
Messenger	1
Millwright apprentice	1
Office worker	1
Orderly	1
Plastics worker	1
Printer	1
Waiter	1
Yard work	1
Total	60

Table IX shows that jobs as file clerks and secretaries have
attracted the women graduates most often.

One graduate currently works out of her home; she does tailoring and sewing.

TABLE IX

CURRENT AND PREVIOUS FULL-TIME OCCUPATIONS OF 46
FEMALE GRADUATES OF THE CLASS OF 1966 OF
NORTH HIGH SCHOOL, DES MOINES, IOWA

Type of Job	Times This Job Was Held By Graduates
File clerk	21
Secretary	15
Key punch operator	8
Clerk typist	6
Mail clerk	5
Restaurant work	5
Stenographer	5
L. P. N.	4
Sales clerk	4
Cashier	3
Dental assistant	3
Dictaphone operator	3
Tailoring	3
Kelly Girls	2
Medical assistant	2
Multilith operator	2
Rate clerk	2
Salad girl	2
Telephone operator	2
Claims processor	1
Computer operator	1
Drafting	1
Janitor	1
Receptionist	1
Stewardess	1
Tracer	1
Total	104

When asked, "Why did you change jobs?" male graduates gave very little indication of changing jobs for better working conditions and no indication of changing jobs for advancement. Table X indicates several changed for better pay, the draft, and military, however.

TABLE X

RESPONSES OF 24 MALE GRADUATES OF THE 1966 CLASS OF NORTH HIGH SCHOOL,
TO THE QUESTION, "WHY DID YOU CHANGE JOBS?"

Reasons for Changing	Married	Single	Divorced	Total
Better pay	3	2	1	6
Better working conditions	0	1	0	1
More chance for advancement	0	0	0	0
Moved out of town or out of state	0	1	0	1
Lack of proper training	0	0	0	0
Dismissal by company	0	0	1	1
Other:	8	7	0	15
Draft				
Lack of interest				
Disagreement with partner				
Military				
Type of work				
College				
Total	11	11	2	24*

*The totals do not equal the number of responses as respondents could check more than one response. Some respondents had never changed jobs and did not answer this question.

Table XI illustrates that female graduates gave better pay most often as the reason for leaving a job. Ranking second was better working conditions; third was more chance for advancement.

Five of the women graduates indicated part-time jobs as a reason for changing; three single women changed jobs because of marriage, and three married women changed because of pregnancy.

TABLE XI

RESPONSES OF 46 FEMALE GRADUATES OF THE 1966 CLASS OF NORTH
HIGH SCHOOL, DES MOINES, IOWA, TO THE QUESTION,
"WHY DID YOU CHANGE JOBS?"

Reasons for Changing	Married	Single	Total
Better pay	10	7	17
Better working conditions	7	4	11
More chance for advancement	6	4	10
Moved out of town or out of state	00	00	00
Lack of proper training	00	00	00
Dismissal by company	2	00	2
Other:	9	4	13
Travel more			
Parents got sick			
Five jobs were part-time only			
Three were for pregnancy			
Better hours			
School			
Three were for marriage			
Total	34	19	53*

*The totals do not equal the number of responses as respondents could check more than one response. Some respondents had never changed jobs and did not answer this question.

The next question on the questionnaire, "If not, Why? (Check all applicable items)" was applicable to only the 18 graduates who were dissatisfied with their present jobs.

One unmarried female felt that she was underpaid; another felt there was a lack of help where she worked.

Married females not only felt that they were not being paid enough for their work, but also that the physical location of the company contributed to their present job dissatisfaction.

Males who responded to the question were almost evenly divided upon the responses they gave as is shown in Table XII. No male, however, felt inadequately prepared for his present job.

TABLE XII

REPLIES OF 11 MALE GRADUATES OF THE 1966 CLASS OF NORTH HIGH SCHOOL, DES MOINES, IOWA, WHO ARE NOT SATISFIED WITH THEIR PRESENT JOB

Reasons Given	Married	Single	Total
Feel you are not being paid enough for the work you are doing	1	3	4
Feel you are not being challenged by the work	3	1	4
Do not care for your fellow workers	1	1	2
Feel inadequately prepared to do the work you are doing	0	0	0
Do not care for the job itself	0	2	2
Do not care for the physical location of the company	2	2	4
Other:	0	2	2
Going to school			
Not in the field			
Total	7	11	18

As shown in Table XIII, when asked to respond to the question, "Which of the following was of the MOST HELP to you in selecting an occupation?" a total of 17 graduates, or 23.6 per cent, felt that a school subject was most helpful to them. Twelve graduates, or 16.7 per cent, failed to respond to the question. One graduate felt that a counselor was of most help to him in selecting an occupation, and one felt that a teacher was of the most help.

TABLE XIII

OPINIONS OF 72 GRADUATES OF THE 1966 CLASS OF NORTH HIGH SCHOOL,
DES MOINES, IOWA, AS TO WHAT HELPED THEM MOST
IN SELECTING AN OCCUPATION

Person Giving Help	Females	Males	Total	Per Cent
Parents	7	4	11	15.3
Other relatives	2	2	4	5.6
Friends	3	7	10	13.9
Teachers	0	1	1	1.4
Boy's or Girl's Adviser	0	0	0	0.0
Counselor	1	0	1	1.4
Part-time work experience	7	2	9	12.5
Full-time work experience	3	4	7	9.7
School subjects	16	1	17	23.6
No response	7	5	12	16.7
Total	46	26	72	100.1*

*Totals do not add to 100.0 per cent due to rounding.

Eleven of the graduates failed to respond to the question, "To what extent was your high school counseling or counselor helpful to you in the following areas?"; therefore, Table XIV contains responses of only 61 graduates.

Table XIV shows that 18 graduates, or 29.5 per cent, felt their counselor assisted them in determining vocational aptitudes and interests; only ten graduates, or 16.4 per cent, felt their counselor was helpful to them in obtaining a job after graduation.

Most graduates marked none when answering the question in every area as the table shows. Forty-one graduates, or 67.2 per cent, felt no occupational information had been received from their counselor. Almost an exact number, 46 graduates, or 75.4 per cent, felt they received no aid in selecting an occupation.

TABLE XIV

THE EXTENT TO WHICH 61 GRADUATES OF THE CLASS OF 1966 OF
NORTH HIGH SCHOOL, DES MOINES, IOWA, FELT THAT THEIR
HIGH SCHOOL COUNSELING WAS OF HELP IN CERTAIN AREAS

Areas	Considerably	Some	Very Little	None	Total
Determining my aptitudes and interests	3	18	13	27	61
Obtaining a job after high school graduation	1	4	5	51	61
Getting occupational information	3	8	9	41	61
Selecting an occupation	1	9	5	46	61

Eight graduates, or 11.1 per cent of the total graduates, failed to respond to the question, "To what extent was your high school education helpful to you on your present job?" as is illustrated in Table XV.

However, Table XV shows that one-half the females who answered the question believed their high school education to be of considerable

help to them on their present jobs. The male graduates, though, were almost evenly distributed in their responses to the question.

TABLE XV

HOW 64 GRADUATES OF THE CLASS OF 1966 OF NORTH HIGH SCHOOL,
DES MOINES, IOWA, FELT THEIR HIGH SCHOOL EDUCATION
WAS HELPFUL ON THEIR PRESENT JOB

Responses	Males		Females		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Considerably	4	20.0	22	50.0	26	40.6
Some	5	25.0	13	29.5	18	28.1
Very little	5	25.0	1	2.3	6	9.4
None	6	30.0	8	18.2	14	21.9
Total	20	100.0	44	100.0	64	100.0

When responding to the last question on the questionnaire, "Of your high school education, which part would you say has been of the MOST HELP to you in handling your present position?" 12 graduates failed to answer.

Of the 60 graduates who did answer, 51.7 per cent, or 31, indicated that the general high school courses were most helpful to them. Table XVI also shows vocational courses ranking next, and extracurricular activities being most beneficial to four graduates, or 6.7 per cent.

TABLE XVI

60 GRADUATES OF THE CLASS OF 1966 OF NORTH HIGH SCHOOL,
DES MOINES, IOWA, OPINIONS AS TO WHAT PART OF THEIR
HIGH SCHOOL EDUCATION WAS OF MOST HELP IN THEIR
PRESENT POSITION

Choices	Males		Females		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
General courses	19	46.3	12	63.2	31	51.7
Vocational courses	20	48.8	5	26.3	25	41.7
Extracurricular activities	2	4.9	2	10.5	4	6.7
Total	41	100.0	19	100.0	60	100.1*

*Totals do not always add to 100.0 per cent due to rounding.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study to determine what factors influenced those students in the 1966 North High School graduating class, Des Moines, Iowa, who had indicated to their counselor that they would seek employment immediately upon graduation in job choice, in obtaining a job, and in changing jobs as revealed through a questionnaire study sent to the selected 110 graduates. The basis of this study was the responses of 72 of those graduates.

The specific purposes of this study were to: (1) determine the current occupations of those graduates to whom the questionnaire was sent; (2) ascertain the graduates' past occupations; (3) learn how the first jobs were obtained; (4) establish who the graduates felt was most influential in helping select the first job; (5) secure the graduates' opinions regarding job changes and current job satisfaction; (6) see how the graduates' choices of jobs upon graduation compared with current jobs; (7) obtain graduates' opinions as to the most beneficial part of their high school education in their present position, and determine if their high school counseling and education were of help in making their job choices.

The responses of the 72 graduates are outlined as follows:

1. Twenty-nine of the graduates were single; 40 were married, and one had been divorced.
2. Thirty of the graduates were employed full time, and 12 were in the Armed Services. Three males were full-time students; two females were in school part-time. The eighteen housewives were also working full time.
3. Approximately 34 per cent of the 1966 graduates reported that their present jobs showed no relationship to their high school job choices. Approximately 33 per cent felt that their present jobs were related.
4. Ten of the graduates arranged full-time jobs before graduation; 22 were working full time a week after graduation; 16 had a full-time job within a month, and 12 waited until the next fall to begin a full-time job.
5. First full-time jobs of 23 graduates, or approximately 22 per cent, were obtained through an advertisement. Four males and one female used the state employment agency, and one female used another employment agency.
6. The graduates listed job titles and jobs held since high school. One female had changed jobs a total of seven times; only two had not changed jobs since graduation, and most had changed jobs twice.
7. The position most often held by females was that of file clerk; the occupation most often held by males was service. Ranking

second for females was the job of secretary; ranking second for males was the job of stock boy.

8. Better pay as a reason for changing jobs was stated most often by females. Better working conditions ranked second. Males reported changing jobs because of draft or better pay. One male, however, indicated he changed because of poor working conditions.
9. Pay and physical location of the company were blamed for current job dissatisfaction by the graduates.
10. A school subject helped most graduates select an occupation; none felt their advisers helped with job selection.
11. Forty-one graduates, or 67.2 per cent, indicated that no occupational information had been received from their counselor; forty-six believed counselors had not been of assistance in selecting an occupation.
12. Of the 64 graduates who responded to a question asking if they felt their high school education was helpful on their present job, most reported it was of considerable aid.
13. General courses was chosen by graduates as the area assisting them most in handling their present positions. Ranking second, nevertheless, was vocational courses.

II. CONCLUSIONS

Based on the findings of this study, the following conclusions are drawn:

1. Unemployment was not a problem for these graduates.
2. Graduates did not receive enough help from North High personnel in selecting an occupation or in making job choices.
3. A definite relationship exists between high school training of the graduates and present jobs.
4. The counseling department was not of adequate assistance to graduates in the areas of occupational information and placement.
5. The graduates were fairly well satisfied with their present positions.
6. None of the graduates listed inadequate training as a reason for changing jobs.
7. From the number of different jobs the graduates had held and the number of times they had changed jobs, full-time job experience was concluded to be of the greatest help to them in selecting an occupation although they had indicated that a school subject was.
8. General and vocational courses were thought to be most beneficial to the graduates in their present positions.

III. RECOMMENDATIONS

On the basis of the information gathered in this study, the writer feels that the following recommendations warrant considerations:

1. Since a large number of the graduates changed jobs several times after high school, the occupational information service should be enlarged and emphasized.

2. A more effective high school placement service should be of assistance in placing students.
3. More assistance in job selection should be given to the students by the counseling department and other faculty members.
4. The individual students' vocational aptitudes and interests should be compared with the vocation he has selected.
5. A follow-up study of the current year's graduating class is recommended to verify the findings of this study.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

1. What is your marital status?

☐ a) single ☐ b) Married ☐ c) Separated ☐ d) Divorced

2. What is your present employed status? (Check all applicable items.)

☐ a) employed full-time ☐ e) Armed Services
☐ b) employed part-time ☐ f) self-employed or have
☐ c) unemployed, seeking work own business
☐ d) a housewife ☐ g) in school full-time
 ☐ h) in school part-time

3. How does your present job compare with the type of work you thought you would follow when you left high school, namely _____:

☐ a) closely related ☐ c) no relationship at all
☐ b) some relationship ☐ d) didn't know what I wanted then

4. How soon after high school did you obtain your first FULL-TIME job? (This does not include part-time jobs held during high school.)

☐ a) within a week ☐ c) the next fall
☐ b) within a month ☐ d) other: please specify

5. After high school, how did you obtain your first job? (Check one only.)

☐ a) through a friend or relative
☐ b) through a high school teacher
☐ c) through an advertisement
☐ d) through the Iowa State Employment Agency
☐ e) through an employment agency other than the Iowa State Employment Agency
☐ f) other: please specify _____

6. Describe jobs you have had since leaving high school, beginning with the first and progressing to the job you presently hold.

Firm Name & Location

Name of Job

Months on the Job
From _____ To _____

7. Why did you change jobs? (Check all applicable items.)

- | | |
|---|---|
| <input type="checkbox"/> a) better pay | <input type="checkbox"/> e) lack of proper training |
| <input type="checkbox"/> b) better working conditions | <input type="checkbox"/> f) dismissal by company |
| <input type="checkbox"/> c) more chance for advancement | <input type="checkbox"/> g) other: please specify |
| <input type="checkbox"/> d) moved out of town or state | |

8. Is your present work satisfying to you? ☐ Yes ☐ No

9. If not, why? (Check all applicable items.)

- | |
|---|
| <input type="checkbox"/> a) feel you are not being paid enough for the work you are doing |
| <input type="checkbox"/> b) feel you are not being challenged by the work |
| <input type="checkbox"/> c) do not care for your fellow workers |
| <input type="checkbox"/> d) feel inadequately prepared to do the work you are doing |
| <input type="checkbox"/> e) do not care for the job itself |
| <input type="checkbox"/> f) do not care for the physical location of the company |
| <input type="checkbox"/> g) other: please specify |

10. Which of the following was of the MOST HELP to you in selecting an occupation? (Check one only.)

- | | |
|---|---|
| <input type="checkbox"/> a) parents | <input type="checkbox"/> e) boy's or girl's adviser |
| <input type="checkbox"/> b) other relatives | <input type="checkbox"/> f) counselor |
| <input type="checkbox"/> c) friends | <input type="checkbox"/> g) part-time work experience |
| <input type="checkbox"/> d) teachers | <input type="checkbox"/> h) full-time work experience |
| | <input type="checkbox"/> i) school subjects |

11. To what extent was your high school counseling helpful in the following areas? (Answer CONSIDERABLY, SOME, VERY LITTLE, or NONE.)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Determining my vocational aptitudes and interests |
| <input type="checkbox"/> | Obtaining a job after high school graduation |
| <input type="checkbox"/> | Getting occupational information--job types, training, salaries, etc. |
| <input type="checkbox"/> | Selecting an occupation |

12. To what extent was your high school education helpful to you on your present job? (Check one only.)

- ☐ Considerably ☐ Some ☐ Very Little ☐ None

13. Of your high school education, which part would you say has been of the MOST HELP to you in handling your present position?

- ☐ General courses ☐ Vocational courses ☐ Extracurricular activities

APPENDIX B

LETTER OF INTRODUCTION

6855 S. E. Bloomfield Road
Des Moines, Iowa 50320
June 10, 1969

Dear 1966 Graduate:

As a requirement for the Master of Science degree in Education at Drake University, I am conducting a follow-up study of selected graduates of the class of 1966 of North High School.

Please take a few minutes of your time to complete and return the enclosed questionnaire to me as soon as possible. All replies will be held in the strictest confidence and your name will not appear in the results of the study. A self-addressed, stamped envelope is enclosed for your convenience. A code letter appears on the questionnaire to be used only to determine which questionnaires have not been returned.

Thank you for your cooperation.

Sincerely yours,

Sandra Jordan
Business Education Teacher
at North High School

Enclosures